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ABSTRACT

This module introduces Child Development Associate (CDA) trainees to the use of videotape recording (VTR) for self assessment in teaching situations. A sequence or agenda of 15 VTR activities is the nucleus of the material. The agenda begins with a five minute pretest to provide CDA trainees a general awareness of their personal characteristics. Subsequent taping sessions on the agenda are 10 to 15, 15 to 20, and 30 or more minutes long. The longer tape episodes are designed to provide an extended examination of the CDA trainee's personal teaching strengths. Objectives, procedures and evaluation forms for the first eight activities on the agenda are provided. Operating and trouble shooting checklists for the videotape recorder and a series of preliminary videotaping activities are included in the module. (Author/RH)

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Assessment of Teaching Competency Through Videotape Recording

Idaho State University Child Development Associate Program

Idaho Consortium Council for Educational Development & Research

College of Education
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ASSESSING CDA COMPETENCIES THROUGH VIDEOTAPE RECORDING

by Dr. Jeff Brigham

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Introduction

While staring at it, the CDA has already been vastly affected by television. Captured families now keep it flickering an average of almost six hours a day--communicating less, because of it. The very medium that has caused this, may be a method of data collection.

The CDA may utilize a videotape recording (VTR) to provide a comprehensive record of his/her teaching and children's behavior: the camera misses virtually no actions; the microphone catches a great proportion of the verbal communications. The playback mechanism affords the viewer an opportunity to replay certain viewings and make diagnosis of instruction/learning.

You will want to read thoughtfully through Chapter One, to gain an understanding of how to use this module.

Rationale and Competencies in this Module

The major goal of the VTR sequences in this module is to provide the CDA candidate with opportunities to adjudge the quality of his/her personal capacities for interacting and communicating with children. This goal is represented by the general competency area VII, in the Guide to CDA Competencies. The self confronting properties of videotape can be useful to train and supervise the Child Development Associate candidate.

In addition to the knowledge and experience that are essential components of "educational competencies," it is essential that the people who teach young children shall have specific capacities for relating to them effectively. From field observation of practitioners and a review of the literature, it is possible to name those qualities and capacities which are likely to be most congruent with the competencies as defined. These are essential complements to the more technical aspects of competence. The capacities listed below represent patterns of relatedness most relevant to teaching children in the early years of childhood.

A. To be sensitive to children's feelings and the qualities of young thinking.

B. To be ready to listen to children in order to understand their meanings.

C. To utilize non-verbal forms and to adapt adult verbal language and style in order to maximize communication with the children.

D. To be able to protect orderliness without sacrificing spontaneity and child-like exuberance.

E. To be differently perceptive of individuality and make positive use of individual differences within the child group.

F. To be able to exercise control without being threatening.

G. To be emotionally responsive, taking pleasure in children's successes, and be supportive for their troubles and failures.

H. To bring humor and imaginativeness into the group situation.

I. To feel committed to maximizing the child's and his family's strengths and potentials.

J. Allows the child to express his feelings only to the point at which he is able to handle the emotion: There is a room in which the teacher can work with a child away from other children and adults. The teacher supports a child while he regains control.

As an assessment tool and information provider, the VTR has multiple advantages in the pursuit of competency attainment. As the CDA confronts his own image he uncovers insights that might have taken weeks of intensive supervision/consultation to pry out. Things like, "I really seemed to look down on the children;" or "I certainly behave as if I know it all;" or "I may not look it, but I was frightened to death."

The fascination of videotape is that teachers see how they really come across to observers, to children. The VTR seems to have the potential to give a new eye to the ordinary person, to grant him the perception to see the complexities of human natures, through replay, that only extraordinary individuals see in human interactions. The people who use VTR maintain that watching yourself closely, with a trained person on hand to guide, does increase understanding.

SUGGESTIONS FOR YOUR USE OF THIS MODULE

Just as the CDA Program is designed to accommodate an individual candidate's needs and desires, so too should be the utilization of this module. The CDA staff and candidate will determine how to use the proposed sequence of activities. On-going assessment of the candidate's performance should aid in describing to the staff and to the candidate how to best utilize these VTR suggestions.

Teachers oftentimes remark that they wish they had "a second self," who might observe their work with children and who could offer suggestions for improving instruction. They would wish this extra self to be fair, to provide a "little sugar to make the medicine go down," a la Mary Poppins. The VTR unit should be regarded in that manner: it will "tell it like it is," one may review his/her recorded teaching, in private; one may accept or discard the "medicine."

Some of the VTR sessions included in this module designate the necessity of having another person--a CDA staff member may be preferable--to aid in reviewing taped lessons so that all of the displayed competencies are identified. Other sessions suggest that the candidate perform solo evaluations--reexamine a VTR by himself with use of a checklist.

Regardless, at all times this module should be utilized so as to "receive the student (the CDA) at his state of readiness and take him as far as he can go." There are adept teachers who return

frequently to the use of VTR to provide them with information on their teaching success. They insist there is always room for improvement, and VTR is that friend which affords them growth.

The Videotape Recording Equipment
(For CDA's information; No assignments here.)

Many of you have attended an ECE/CDA Audio-Visual Workshop which included among its presentations, a display of VTR equipment. (A copy of the segment concerning VTR is on the following pages.)

SIMPLIFIED CHECK LIST FOR OPERATING 1/2" SONY VIDEOTAPE RECORDER

____ Thread machine.
____ Turn on TV monitor.
____ Remove camera lens cap.
____ Turn on mixer (little black box). Be sure the grey knob is turned to "10" and black knobs controlling microphones are on "10".
____ Press down hard on red "record" button. Picture should now appear on screen. Make sure all students are in the picture.
____ Focus camera if necessary.
____ Hold red button down firmly and move lever to "play" position. You are now recording.
____ Record thirty seconds of tape. Rewind and play back to test for sound and picture. Volume control is on TV monitor. Be sure you turn volume control back down to avoid loud squeal from microphone feedback during recording.
____ While recording, turn down brightness knob on the monitor so you are not distracted by seeing yourself as you record.

TROUBLESHOOTING CHECK LIST FOR THE 1/2" SONY VIDEOTAPE RECORDER

TROUBLE	POSSIBLE SOLUTION
Machine totally inoperative	1.Check that power cable is plugged in. 2.Tape motor switch on back of VTR in "on" position. 3.Place "play-stop-rewind" lever in "stop" position and rethread machine.

TROUBLE	POSSIBLE SOLUTION
Videotape heads do not rotate and machine is silent.	1.Tape motor switch in back of machine in "on" position.
Camera records only black.	1.Place "off-standby-on" switch in back of camera in "on" position. 2.Check that camera lens is uncapped. 3.Tape "VTR-Video-RF" slide switch in back of camera in "VTR" position. 4.Tape "TV-camera" switch on top of machine in "camera" or "down" position.
Sound records but no picture.	1.Clean video heads thoroughly. 2.If there is still no picture, heads are probably clogged and need repair by a technician.
No picture.	1.Check all items listed for trouble above. 2.Turn up brightness and contrast knobs on monitor.
Work picture.	1.Go to a lower "f" stop number on camera. 2.Clean video heads with head cleaner & swabs. 3.Adjust contrast and darkness controls on monitor. 4.Readjust video level in manual mode. (To be done by a technician or liason only.)

TROUBLE	POSSIBLE SOLUTION
Video playback has bend at top of picture.	1.Adjust horizontal control on monitor.
Picture rolls.	1.Adjust vertical control on monitor.
Poor focus.	1.Zoom camera lens all the way in and adjust outer ring on lens.
No sound during playback.	1.Turn up monitor volume control. This volume control should be kept off or down at all other times. 2.Jiggle monitor audiowire at connecting points, in back of monitor.
Low audio level during playback, as a result of AGC recording.	1.Switch monitor audiowire from"audio-in" to "audio-out". Volume should increase 50%. (To be done by technician or liaison only.)
No audio level during recording.	1.Adjust audio volume control on side of VTR almost all the way up. 2.Check that master volume control on mixer is at "10". 3.Check that volume controls of microphones #1 and #2 are at "10".

TROUBLE	POSSIBLE SOLUTION
Low audio level or tinny audio.	1.Check that impedance slide switch above microphone output switches on audio mixer is taped in "low" position. 2.Check that impedance slide switches above microphone input switches are in "low" position or "high" position if using high impedance microphone. (To be done by technician or liaison only.)
Loud squeal during recording.	1.Turn down monitor volume control while recording or talking levels during initial setup procedures.
Loud hum or buzz in audio.	1.Turn off each microphone control on mixer individually to isolate defective microphone. 2.If noise persists, jiggle mixer audiowire from mixer to VTR at connector points.

One of the selected reference books concisely explains the equipment: (2)

> "Video tape recorders come in small packages, 10 to 40 pound recorders which use half-inch tape on 30 minute reels, and larger packages, 60 to 110 pound recorders which use one inch tape on one hour reels. The smaller ones with full equipment -

microphone, camera, monitor, recorder - cost from $1,000 to $3,000. The larger ones with more sophisticated accessories - remote control, split screen effects, zoom and wide angle lenses - range from $2,500 to $10.000 or more."

The CDA staff will run the equipment for you; you need only to select a time, a lesson, which you wish recorded. Give the staff ten days to 2 weeks advance notice so the VTR equipment may be reserved.

Things To Do With The Videotape Machine

by Chuck Anderson

The following may suggest some activities for children--nursery through third grade.

1. Visual documentation of the daily activities of a school personality, with his or her permission. (You will find that people are usually suspicious of the hidden-camera approach and the invasion of privacy). "A Day in the Life of. . ."

2. A special report of the senses: What it's like to be blind, deaf, or the like. Try walking around school blindfolded for a couple of hours. Your adventures can be videotaped. You will need a guide for this exercise, for safety's sake.

3. Make a short 8mm or 16mm film about hands, noses, walking or some other theme. Add the appropriate sound track, and transfer the final results to videotape.

4. Prepare a slide and sound essay on fashions, drug abuse or student rights.

5. Update and revise a radio play for television.

6. Create television commercials for the school store, the yearbook, or some other organization.

7. Select one of your favorite poems, short stories, or songs and dramatize it for television.

8. Using an 8mm or 16mm camera with a close-up lens, film the panels of a rearranged comic strip. Write new dialogue. Make a videotape of the film, using a voice overlay to aid the fresh dialogue.

9. Prepare a series of short video studies of poster art, graffiti, or editorial cartoons. Add appropriate sound.

10. Prepare a video map of your neighborhood or the school district.

11. Prepare a newscast, mixing local, state and national news, by reviewing parts of the typical network program: interviews, commercials, editorials, weather, sports, reviews, on-the-spot reports, and so forth. Sort out differences between hard news and feature reporting. Prepare such props as weather maps, lists of football scores and so forth.

12. Prepare a quiz or game show and videotape it.

13. Make a video collage. Working in small groups, make 30-second collages. Each collage should consist of no fewer than ten different shots on a related topic: student dress, protest, drug abuse, whatever. Possible sources for video collages are off-the-air recordings, posters, road signs, bumper stickers, role-playing situations, and real life.

14. Video feedback art: For this exercise, you need a television camera (half inch portable) a videotape recording deck, and a television monitor or receiver. Connect the tape recorder to a receiver via the RF adapter, or to a monitor directly to a video-in on a nonportable videotape recorder. Rotate the camera and experiment. Try reflecting different lights and mirrors on the tube. Turn the camera upside down. Aim the camera (which is connected to the tape recorder by the camera cable) into the television monitor screen. Adjust the monitor to high contrast. Move the camera to a distance of about three feet from the monitor. In a situation analogous to sound feedback, a number of abstract patterns will begin to form. By slowly moving the zoom lens and changing the f-stop, the abstract patterns will grow and change. Practice leads to control of the patterns. Playing with the patterns in accompaniment to rock music makes for an effective and artistic presentation.

15. Prepare public-service announcements, such as concise reminders to recycle paper, conserve water, save electricity and so forth.

16. Prepare announcements of activities. In this case, the announcer should be positioned in front of a rear-projection screen, and slides related to the announcements should be projected.

17. Animating videotape: The question inevitably arises--can animation be created with the videotape recorder? It is virtually impossible to animate still objects with the half-inch video camera itself. The continous scanning operation of the camera negates the possibility of single-frame shooting. Therefore, potential video cartoonists must look to other forms of animation, such as the manipulation of objects in front of the camera. The basic rationale exists for all animation: You have complete control over whatever is to be videotaped.

    Puppetry is a possible solution, but one of the most effective ways to create an animated cartoon is to employ a variation of the ancient Chinese shadow play. Two-dimensional puppets can be made of heavy paper or cardboard and connected at the joints by tape or thread. The puppets are pressed against a translucent, taut-rear-projection screen and manipulated by long flexible dowels fixed to key points of the body. The puppets and their operators are on the darkened side of the screen; the video recording camera is on the other.

    The outstanding advantage of this form of animation is that it effectively deals with a major problem confronting animators--synchronization of picture and sound.

Planning Your Use of VTR

Before you videotape your first lesson, you will want to consult a few suggestions that appear on the next several pages.

On the following page there is an Agenda for your VTR lessons. Notice that the first VTR is a short recording, of perhaps five minutes length. This may be thought of as the "pretest" to the VTR module. During the replay of this lesson you will get a general awareness of how others see you, hear you. You may wish to do a second five-minute lesson to gain additional understanding of your manner of working with children.

The Agenda follows from these five-minute lessons through 10-20 minute segments and finally, extended lessons of varying times.

You should follow these recommendations:

A. Become familiar with the Agenda. Begin thinking about the first lessons you will videotape.

B. Read the "Steps to Completing a Videotape Recording," which follows the Agenda.

These are the steps (one-five) you will take as you videotape each lesson. You may even choose to go through the steps with your "pretest;" but it's not required with this first, five-minute VTR.

Notice steps four (4) and five (5). With the advice of the CDA staff and/or through your self-evaluation of the VTR, you may wish to revise your lesson, then reteach it to improve on certain matters.

Or, if you and the staff are pleased with what you see on the replay, you may thus plan the next lesson to be videotaped.

C. Preview the "Lesson Plan Outline."

D. After you have read the above material, you are ready to prepare your first VTR!

Return to the "Steps to Completing a Videotape Recording." Begin with Step 1. Turn to the "Pretest Episode."

Agenda for VTE Episodes

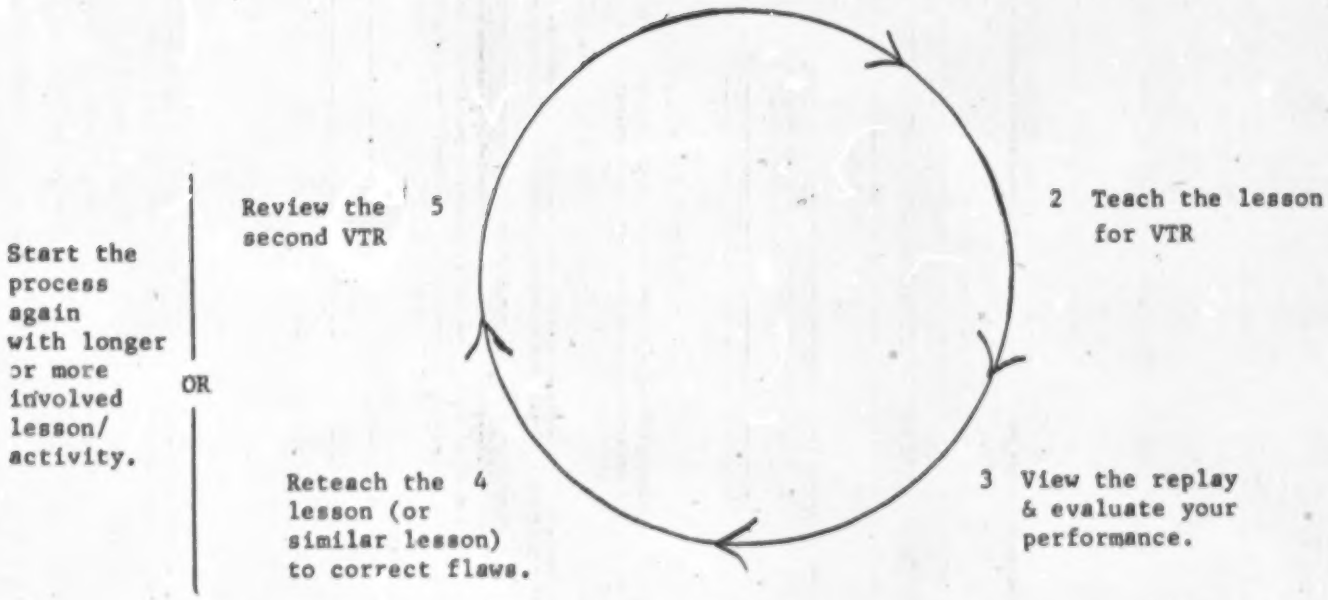
(Decisions by you and the CDA staff will determine your use of this agenda.)

	Time	Type of Lesson	Evaluator
I.	5 minutes	"Pretest": A general awareness of your personal characteristics.	You Staff, if you wish
II.	5 minutes	Redo of the "Pretest": Improving on certain matters. (If desired.)	You Staff Peer, if you wish Supervisor, if you wish
III.	10-15 minutes	Continuous Teaching Segment-1: An initial lesson to assess teaching strengths.	You Staff
IV.	10-15 minutes	Redo of #1 above, if desired.	You Staff
V.	15-20 minutes	Continuous Teaching Segment-2: A second lesson to assess teaching strengths.	You Staff Peer, if you wish Supervisor, if you wish Parent, if you wish
VI.	15-20 minutes	Redo of #2 above, if desired.	You Staff Peer, if you wish Supervisor, if you wish Parent, if you wish

	Time	Type of Lesson	Evaluator
VII.	30+ minutes	Continuous Teaching Segment-3: An extended examination of your personal teaching strengths.	You Staff
VIII.	30+ minutes	Redo of #3 above, if desired.	You Staff
IX.	? minutes	View other CDA VTR's.	You
X.	5 minutes	Review/reevaluate "Pretest"	You Staff
XI.	? minutes	Review past VTR's which you made, for improvement analysis.	You Other persons, if desired.
XII.	? minutes		
XIII.	? minutes	Your occasional uses of VTR, to continually self assess your teaching strengths, as a good friend would.	You Other persons, if desired
XIV.	? minutes		
XV.	? minutes		
_____		Your Built-In Self Assessment System	You
_____			

Steps to Completing a Videotape Recording

Each videotape recording you make will likely be completed via the following sequence of activities.


Plan the lesson/activity
(See the lesson plan outline on following page.)
1
2 Teach the lesson for VTR
3 View the replay & evaluate your performance.
4 Reteach the lesson (or similar lesson) to correct flaws.
5 Review the second VTR
OR
Start the process again with longer or more involved lesson/ activity.

Lesson Plan Outline

1. Objective - What is the main concept you wish to teach?

2. Additional Objectives - Are there other objectives you have in teaching this lesson?

3. Motivation - How will you introduce this lesson/activity? How will you arouse children's interests?

4. Steps in Teaching - What directions are necessary? What questions will you ask? How will you involve the students?

5. Application - What can the learners do to apply this new concept, this information and understanding?

Pretest Episode
I & II on the Agenda

Time: 5 minutes.

Objectives:

1. To gain a general awareness of your personal characteristics and habits, as you teach.
2. To make a videotape record of the above before you experience the episodes in this module.
3. To describe your general teaching characteristics and habits on the "Pretest Assessment."
4. To compare your Pretest Assessment with that of a CDA staff member, if so desired.
5. To redo this process as explained in II of the "Agenda," if desired.
6. Your personal objectives:

Procedures:

1. Reserve the VTR with the CDA staff.
2. Plan a lesson or activity to be recorded for five minutes using whatever size group of children with which you would feel most comfortable.
3. Discuss with the CDA staff any concerns you have regarding your pretest - this five minute VTR.
4. Follow the remaining "Steps to Completing a Videotape Recording." A lesson plan follows.

5. Evaluate your performance on the following page - the "Pretest Assessment."

6. Review and Discuss the VTR with the CDA staff.

7. Make plans for the next VTR.

8. Retain copies of the "Pretest Assessment."

Lesson Plan Outline

1. Objective - What is the main concept you wish to teach?

2. Additional Objectives - Are there other objectives you have in teaching this lesson?

3. Motivation - How will you introduce this lesson/activity? How will you arouse children's interests?

4. Steps in Teaching - What directions are necessary? What questions will you ask? How will you involve the students?

5. Application - What can the learners do to apply this new concept, this information and understanding?

Candidate _____ CDA Staff _____ Date _____

Pretest Assessment

Please register a plus (+) for effective teacher behavior & a minus (-) for noneffective, under the appropriate item, A-D.

	A Superior	B Good	C Needs Improvement	D Poor
ORAL LANGUAGE SKILLS:				
Audible voice qualities				
Rate of speech				
Pleasant voice qualities				
Enunciation and pronunciation				

Any Comments:

MANNER OF PRESENTATION:

Enthusiasm				
General attitude toward the lesson				
Poise				
Posture				
Eye Contact with the children				

Any Comments:

INVOLVEMENT OF THE AUDIENCE (CLASS):

Teacher asked thought-provoking questions				
Children practiced a skill individually				
Children's comments, questions were an integral part of the lesson				

Any Comments:

GENERAL COMMENTS YOU WOULD MAKE:

Continuous Teaching Segment - 1
III & IV on the Agenda

Time: 10-15 minutes

Objective:
1. To teach an activity or lesson which will provide VTR information for assessing your teaching competence during a continuous teaching time of more than ten minutes.
2. Analyze your teaching strengths via a "Teaching Evaluation Form" and "Teacher's Use of Self in Facilitating."
3. Use the Guide to Assessment of CDA Competencies to assess your teaching strengths in a 10-15 minute VTR lesson.
4. To redo the above process, as explained in IV of the "Agenda," if desired.
5. List your personal objectives:

Procedures:
1. Reserve the VTR with the CDA staff.
2. Plan a lesson or activity to be recorded for 10-15 minutes.
3. Discuss with the CDA staff any concerns you have as you plan for this lesson.
4. Follow the remaining "Steps to Completing a Videotape Recording." A lesson plan follows.

5. Evaluate your performance, as you may wish the CDA staff to do also; use the following pages. "Teaching Evaluation Form," and "Teacher's Use of Self in Facilitating."

6. Evaluate your performance, as you may wish the CDA staff to do also, in the Guide to Assessment of CDA Competencies.

7. Review and Discuss this VTR with the CDA staff.

8. Make plans for the next VTR.

9. Retain copies of the "Teaching Evaluation Form" and "Teacher's Use of Self in Facilitating."

Lesson Plan Outline

1. Objective - What is the main concept you wish to teach?

2. Additional Objectives - Are there other objectives you have in teaching this lesson?

3. Motivation - How will you introduce this lesson/activity? How will you arouse children's interests?

4. Steps in Teaching - What directions are necessary? What questions will you ask? How will you involve the students?

5. Application - What can the learners do to apply this new concept, this information and understanding?

Candidate _____ CDA Staff _____ Date _____

Teaching Evaluation Form

Superior - Adequate - Weak

VTR Lesson _____

Learning Sequence: You moved students through a logical learning sequence, i.e., perception, conceptualization, application. Comment:	5 4 3 2 1 0
Relating Main Concept to Real World: Learners were provided with sensory contact with the concept referent or with an appropriate vicarious experience. Comment:	5 4 3 2 1 0
Involvement of Learners: You involved students in various learning activities. (Examples: questioning, discussion, experimenting, etc.) Comment:	5 4 3 2 1 0
Manner of Presentation and Classroom Bearing: Voice and diction; poise and confidence; eye contact, composure. Comment:	5 4 3 2 1 0
Evaluation of Pupil Learning: You assessed pupil learning in terms of observable behavior. Comments:	5 4 3 2 1 0

What do you perceive as the main concept being taught?

Were the students caused to think above the lowest cognitive level? What did you do that resulted in this behavior?

Teacher's Use of Self in Facilitating. Check (✓) beside the positive or negative statements which describe your behavior in this lesson.

Positive Self Concept	Negative Self Concept
1. Listens attentively (gives child undivided attention, gets down to child's eye level, maintains eye contact most of time).	1. Listens with divided attention (appears distracted, continues involvement in other things, does not look at child).
2. Informs child if she is unable to listen or pay attention; indicated when she will have time. (I'm talking to Miss Rosa now, when we're finished I'll come over.)	2. Says just-a-minute to child when she is unable to listen, but does not follow up.
3. Responds to child's direct attempt at communication (acknowledges child's greeting, specific request: answers child's questions).	3. Ignores child's direct attempt to communication (fails to acknowledge child's greeting, specific request; ignores child's question).
4. Uses child's name, addresses child individually in positive situations (greeting, praising) or in neutral situations (making request, calling on child).	4. a. Uses child's name in disciplining, or to gain attention. b. Addresses group as a whole (now children; boys & girls).
5. Encourages child to share his products, ideas, accomplishments with others.	5. Discourages child from sharing his products, ideas, accomplishments with others.
6. Expresses confidence in child, communicates expectation of success.	6. Expresses lack of confidence in child, communicates expectation of failure. (You can't do it, it's too hard.)
7. Praises child's efforts, attempts at mastery. (Michael is listening hard, he's really trying.)	7. Criticizes child's efforts.

(From reference #8)

Continuous Teaching Segment - 2
V & VI on the Agenda

Time: 15-20 minutes

Objectives:

1. To teach a lesson which will provide additional VTR information for assessing your teaching competence during a period of as much as 20 minutes.
2. Analyze your teaching strengths via your second use of the "Teaching Evaluation Form" and "Teacher's Use of Self in Facilitating," and compare those of III with V.
3. Use the Guide to Assessment of CDA Competencies to assess your teaching strengths in a 15-20 minute lesson.
4. To redo the above process, as explained in VI of the "Agenda," if desired.
5. List your personal objectives:

Procedures:

1. Reserve the VTR with the CDA staff.
2. Plan a lesson or activity to be recorded for 15-20 minutes.
3. Discuss with the CDA staff any concerns you have as you plan for this lesson.
4. Follow the remaining "Steps to Completing a Videotape Recording." A lesson plan follows.

5. Evaluate your performance, as you may wish the CDA staff to do also; use the following pages, "Teaching Evaluation Form," and "Teacher's Use of Self in Facilitating."

6. Evaluate your performance, as you may wish the CDA staff to do also, in the Guide to Assessment of CDA Competencies.

7. Review and Discuss this VTR with the CDA staff.

8. Make plans for the next VTR.

9. Retain copies of the "Teaching Evaluation Form" and "Teacher's Use of Self in Facilitating."

10. Compare the evaluations of VTR lessons III (&IV?) and V (& VI?).

Lesson Plan Outline

1. Objective - What is the main concept you wish to teach?

2. Additional Objectives - Are there other objectives you have in teaching this lesson?

3. Motivation - How will you introduce this lesson/activity? How will you arouse children's interests?

4. Steps in Teaching - What directions are necessary? What questions will you ask? How will you involve the students?

5. Application - What can the learners do to apply this new concept, this information and understanding?

Candidate _____ CDA Staff _____ Date _____

Teaching Evaluation Form

VTR Lesson _____

Superior - Adequate - Weak

Learning Sequence: You moved students through a logical learning sequence, i. e., perception, conceptualization, application. Comment:	5	4	3	2	1	0
Relating Main Concept to Real World: Learners were provided with sensory contact with the concept referent or with an appropriate vicarious experience. Comment:	5	4	3	2	1	0
Involvement of Learners: You involved students in various learning activities. (Examples: questioning, discussion, experimenting, etc.) Comment:	5	4	3	2	1	0
Manner of Presentation and Classroom Bearing: Voice and diction; poise, confidence; eye contact, composure. Comment:	5	4	3	2	1	0
Evaluation of Pupil Learning: You assessed pupil learning in terms of observable behavior. Comment:	5	4	3	2	1	0

What do you perceive as the main concept being taught?

Were the students caused to think above the lowest cognitive level? What did you do that resulted in this behavior?

Teacher's Use of Self in Facilitating. Check (✓) beside the positive or negative statements which describe your behavior in this lesson.

Positive Self-Concept	Negative Self Concept
1. Listens attentively (gives child undivided attention, gets down to child's eye level, maintains eye contact most of time).	1. Listens with divided attention (appears distracted, continues involvement in other things, does not look at child).
2. Informs child if she is unable to listen or pay attention; indicated when she will have time. (I'm talking to Miss Rosa now, when we're finished I'll come over.)	2. Says just-a-minute to child when she is unable to listen, but does not follow up.
3. Responds to child's direct attempt at communication (acknowledges child's greeting, specific request: answers child's questions).	3. Ignores child's direct attempt at communication (fails to acknowledge child's greeting, specific request; ignores child's question).
4. Uses child's name, addresses child individually in positive situations (greeting, praising) or in neutral situations (making request, calling on child).	4. a. Uses child's name in disciplining, or to gain attention. b. Addresses group as a whole (now children; boys & girls)
5. Encourages child to share his products, ideas, accomplishments with others.	5. Discourages child from sharing his products, ideas, accomplishments with others.

Positive Self Concept	Negative Self Concept
6. Expresses confidence in child, communicates expectation of success.	6. Expresses lack of confidence in child, communicates expectation of failure. (You can't do it, it's too hard.)
7. Praises child's efforts, attempts at mastery. (Michael is listening hard, he's really trying.)	7. Criticizes child's efforts.

(From reference #8)

Continuous Teaching Segment - 3
VII & VIII on the Agenda

Time: 30 or more minutes

Objectives:

1. To teach a lesson which will provide additional VTR information for assessing your teaching competence during an extended period of teaching.
2. Analyze your teaching strengths via your third use of the "Teaching Evaluation Form," and "Teacher's Use of Self in Facilitating;" compare evaluations of VTR's III, V, and VII.
3. Use the Guide to Assessment of CDA Competencies to assess your teaching strengths in this extended teaching period.
4. To redo the above process, as explained in VIII of the "Agenda," if desired.
5. List your personal objectives:

Procedures:

1. Reserve the VTR with the CDA staff.
2. Plan a lesson or activity to be recorded for more than 30 minutes.
3. Discuss with the CDA staff any concerns you have as you plan for this lesson.
4. Follow the remaining "Steps to Completing a Videotape Recording." A lesson plan follows.

5. Evaluate your performance, as you may wish the CDA staff to do also; use the following pages, "Teaching Evaluation Form," and "Teacher's Use of Self in Facilitating."

6. Evaluate your performance, as you may wish the CDA staff to do also, in the Guide to Assessment of CDA Competencies.

7. Review and Discuss this VTR with the CDA staff.

8. Make plans for the next VTR.

9. Retain copies of the "Teaching Evaluation Form" and "Teacher's Use of Self in Facilitating."

Lesson Plan Outline

1. Objective - What is the main concept you wish to teach?

2. Additional Objectives - Are there other objectives you have in teaching this lesson?

3. Motivation - How will you introduce this lesson/activity? How will you arouse children's interests?

4. Steps in Teaching - What directions are necessary? What questions will you ask? How will you involve the students?

5. Application - What can the learners do to apply this new concept, this information and understanding?

Candidate _____ CDA Staff _____ Date _____

Teaching Evaluation Form

Superior - Adequate - Weak

VTR Lesson _____

Learning Sequence: You moved students through a logical learning sequence, i.e., perception, conceptualization, application. Comment:	5	4	3	2	1	0
Relating Main Concept to Real World: Learners were provided with sensory contact with the concept referent or with an appropriate vicarious experience. Comment:	5	4	3	2	1	0
Involvement of Learners: You involved students in various learning activities. (Examples: questioning, discussion, experimenting, etc.) Comment:	5	4	3	2	1	0
Manner of Presentation and Classroom Bearing: Voice and diction; poise,confidence; eye contact, composure. Comment:	5	4	3	2	1	0
Evaluation of Pupil Learning: You assessed pupil learning in terms of observable behavior. Comment:	5	4	3	2	1	0

What do you perceive as the main concept being taught?

Were the students caused to think above the lowest cognitive level? What did you do that resulted in this behavior?

Teacher's Use of Self in Facilitating. Check (✓) beside the positive or negative statements which describe your behavior in this lesson.

Positive Self Concept	Negative Self Concept
1. Listens attentively (gives child undivided attention, gets down to child's eye level, maintains eye contact most of time).	1. Listens with divided attention (appears distracted, continues involvement in other things, does not look at child).
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5. Encourages child to share his products, ideas, accomplishments with others.	5. Discourages child from sharing his products, ideas, accomplishments with others.
6. Expresses confidence in child, communicates expectation of success.	6. Expresses lack of confidence in child, communicates expectation of failure. (You can't do it, it's too hard.)
7. Praises child's efforts, attempts at mastery. (Michael is listening hard, he's really trying.)	7. Criticizes child's efforts.

(From reference #8)

Agenda items:

IX. VIEW OTHER CDA VTR'S.

WOULD YOU FIND THIS MEANINGFUL? LET US KNOW.

X. kEVIEW YOUR "PRETEST" - YOUR FIRST VTR.

REEVALUATE IT WITH THE "PRETEST ASSESSMENT."

XI. REVIEW ANY OF YOUR PAST VTR'S FOR

XII. IMPROVEMENT ANALYSIS.

XIII. YOUR OCCASIONAL USE

XIV. OF VTR FOR CONTINUAL ASSESSMENT

XV. AND TEACHING IMPROVEMENT.

_____ YOUR BUILT - IN SELF ASSESSMENT SYSTEM,

WHICH SHOULD BE THE RESULT OF YOUR

_____ EXPERIENCES WITH THESE EPISODES!

Selected References and Suggested Resources

1. Adams, Raymond, S. and Bruce J. Bidde. Realities of Teaching - Explorations with Video Tape. Chicago: Holt, Rinehart and Winston, Inc., 1970.

2. Allen, Paul M., et al. Teacher Self-Appraisal: A Way of Looking Over Your Own Shoulder. Worthington, Ohio: Charles A. Jones Publishing Company, 1970.

3. Bremer, John and Michael von Moschzisker. The School Without Walls. Chicago: Holt, Rinehart and Winston, Inc., 1971.

4. Cullen, Arthur. "Early Childhood - AV Workshop," I.S.U., Pocatello, Idaho, May 18, 1974.

5. Edelfelt, Roy A. (ed.). Innovative Ideas in Student Teaching. Baltimore, Maryland: Maryland State Department of Education, 1969.

6. Hutchins, C. L., et al. Minicourses Work. Berkeley, California: Far West Laboratory for Educational Research and Development, 1970.

7. Teacher Corps Project, Microteaching, Pocatello, Idaho: College of Education, Idaho State University.

8. University of Hawaii, "Teacher's Use of Self in Facilitating." Honolulu, Hawaii; CDA Program, College of Education, 1973.

VTR EVALUATION

You have now completed the module which directs VTR lessons in the CDA.

Will you take a few moments to evaluate on this page, any or all of the following: this module, your experiences with VTR, the CDA staff's assistance with your VTR work, and your personal feelings regarding your improvement in teaching competence as a result of VTR.

Thank you.